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ABSTRACT

Project COMPETE was designed to promote the successful transition of students with severe handicaps from school to adult life and work in integrated community settings. The project developed an instructional program, trained staff members of the Nassau County (New York) Board of Cooperative Educational Services, recruited jobs for the students, and provided on-the-job support. This guide contains four major sections: (1) "Individual Education Plan/Transition Plan," which contains an overview and sample forms to use to identify student educational needs and to link the student to post-graduation community life; (2) "Systematic Instruction Guidelines," which covers planning effective instruction in natural environments based on the student's objectives, including instructional plan development, instructional plan implementation, and behavior plan development; (3) "Vocational Curriculum," which provides guidelines for developing competitive, supported employment; and (4) "Daily Living and Recreation/Leisure Catalogs," which lists age-appropriate, functional, referenced activities developed with the goal of helping students become independent and active members of their communities. References specific to sections 2-4 are provided, and appendices contain systematic instruction component forms and vocational curriculum forms. (JDD)

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Project **COMPETE** Opening Doors to the Future

TRANSITION PROGRAM GUIDE

A State-of-the-Art Instructional Program for Secondary Students with Severe Handicaps

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NASSAU BOCES

PROJECT COMPETE

Project COMPETE is based on the belief that people with severe handicaps can be employed in the competitive job market when they are given support. Furthermore, they deserve the right to interact with and learn from the nonhandicapped in their life in the community.

To accomplish these goals, Nassau BOCES designed a program through Project COMPETE that promotes the successful transition of students with severe handicaps from school to adult life and work in integrated community settings.

The project began by developing an instructional program. Then it trained members of the Nassau BOCES staff who work with students with severe handicaps in the use of this program. Chronologically age-appropriate activities and behavior requirements are used to promote the skills that these students will need to live and work in the community.

Project COMPETE actively recruits jobs for the severely handicapped. Many employment situations have been found. As part of its Transition Program, COMPETE provides extensive and intensive training before and after a student is placed on the job.

Once an employer accepts a student from the program, COMPETE staff provide the on-the-job support that he/she will need to become a successful employee. The project also works to encourage a climate of understanding within businesses that employ the severely handicapped.

Project COMPETE is involved not only with training and employment but also with the rights and dignity of the severely handicapped. As an advocate for them, COMPETE encourages the community-at-large to accept them as young adults. Through the success of its students, the project hopes to achieve an increased awareness in the nonhandicapped world of the ability of the severely handicapped to function as productive citizens.

Project COMPETE is funded by the U. S. Department of Education, Office of Special Education and Rehabilitative Services.

The Project COMPETE Transition Program Guide was developed by the Board of Cooperative Educational Services (BOCES) of Nassau County as part of a federal grant No.086-AH-4005 from the Office of Innovative Programs for Severely Handicapped Children funded through the United States Department of Education, Office of Special Education and Rehabilitative Services.

The Transition Guide is intended for use by professionals working with students with severe handicaps. The materials in this guide does not necessarily reflect the positions or policies of the United States Department of Education or the Board of Cooperative Educational Services of Nassau County and no official endorsement by the United States Department of Education or Nassau BOCES should be inferred.

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Special Thanks

The Project COMPETE staff wishes to extend special thanks to

- members of the The Board of Cooperative Educational Services of Nassau County for their continuing support
- Dr. Ira J. Singer, District Superintendent for his belief in the work of Project COMPETE
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- the Division of Special Education program administrators who supported the project, helped in its development and continue to encourage their staff who work with Project COMPETE students
- the teachers, work experience counselors, and aides who not only provided their knowledge in the development of the project but also continue to work tirelessly with our students to assure their success
- the parents whose cooperation has been a most necessary ingredient in helping to achieve project goals
- and of course, last but certainly not least, our students who have been a constant source of inspiration and admiration

Special commendation is given to the businesses who have supported the project's efforts and become partners in it by hiring severely handicapped students.

A final word of gratitude to all who worked on the development of this guide especially: Nancy Brown, the project's first coordinator; George Brown, project coordinator at the time of the guide's completion; and Catherine Pucciarelli who edited the guide and prepared the final copy.

Maureen Metakes, Project Director

Karen Mezzullo, Project Coordinator

PROJECT COMPETE TRANSITION PROGRAM GUIDE

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Project **COMPETE**

TRANSITION PROGRAM GUIDE

PROJECT COMPETE

Transition Program Guide

Project COMPETE's Transition Program provides state-of-the-art instruction based in the natural environment for students with severe handicaps. This instruction develops the skills necessary for employment and independent living during the student's last years of schooling. The program itself is the final stage of a longitudinal curriculum.

In COMPETE's Transition Program, each student's education is based on an Individual Transition Plan (ITP) and an Individual Education Plan (IEP). Both plans are initiated by the school and developed cooperatively by parents, students, staff, professional vocational rehabilitation staff members, and representatives of other appropriate agencies such as adult service providers and advocacy groups.

For each student, implementation of instruction to meet the ITP/IEP objectives is accomplished by using the procedures outlined in the Systematic Instruction Guidelines component of the program. The student's overall educational program includes job placement, training, and follow-along and instruction in priority activities chosen from daily living and recreation/leisure catalogs.

There are four major components of the Project COMPETE Transition Program Guide.

1. Individual Education Plan/ Transition Plan
2. Systematic Instruction Guidelines
3. Vocational Curriculum: Job Development, Placement, Training, Follow-Along
4. Daily-Living and Recreation/Leisure Catalogs of Activities

These components are now being used by the staff of each Nassau BOCES secondary special education program where the Project COMPETE Transition Program has been adopted to provide instruction for students with severe handicaps.

INDIVIDUAL
EDUCATION PLAN/TRANSITION PLAN

INDIVIDUAL EDUCATION PLAN/TRANSITION PLAN

OVERVIEW

Project COMPETE has been designed to help all students involved in the program reach their full employment potential. To accomplish this the Project must identify the individual needs of each student. COMPETE uses an IEP (Individual Education Plan), IEP Addendum (related to employment data) and the ITP (Individual Transition Plan) to provide comprehensive data on the student's needs.

The IEP is the document that is used at all levels of special education to identify the needs of students with handicapping conditions. This plan is developed through a cooperative effort involving parents, students and school staff. For students involved in the Transition Program, Project COMPETE developed an addendum that integrates a work component into their educational plan.

The ITP, also developed by Project COMPETE, links the school with the student's community. Each student who participates in the project has a detailed ITP developed with the stated goal of providing a smooth transition from school to post-graduate life in the community. The involvement of parents, students, school staff and adult services is essential when developing an ITP.

Samples of the IEP, addendum to the IEP and the ITP follow.

Sample Forms

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Division of Special Education • Rosemary Kennedy Center

INDIVIDUALIZED EDUCATIONAL PROGRAM FOR SCHOOL YEAR _____

Student _____ District _____

Birth date _____ Initiation of service _____ Duration of service _____

Projected date of review _____ Date transmitted to district _____

EDUCATIONAL PROFILE

_____

_____

_____

_____

_____

ADDITIONAL INFORMATION

_____

_____

_____

SPECIALIZED EDUCATIONAL SERVICES (Adaptive Materials and Equipment)

Specialist	Frequency of Service	Specialist	Frequency of Service

PARTICIPATION IN REGULAR EDUCATION PROGRAM

_____

PLANNING CONFERENCE DATE _____ ENDORSED BY _____
(Parent)

_____
(Administrator)

Participants	Titles

Program - white
Teacher - yellow
Parent - pink
District - gold

1164A-SE-881

VOCATIONAL IEP (Addendum)

Long Range Vocational Goal -

To participate in a community job placement.

Description of Present Job Placement

Name _____

Address _____

Phone # _____

Contact Person _____

Specific Job Description

_____

_____

_____

_____

Hours: _____

Days : _____

Job Trainer/Coach: _____

Transportation : _____

Current Performance Level	Behavioral Objective	Condition	Criteria	Evaluation
15	(see task analysis attached)			16

10/17 Form 32 PROJECT COMPETE

PARENT SIGNATURE _____

INDIVIDUAL TRANSITION PLAN

_____

Client Information

Name_____

D.O.B._____ Projected Transitional Placement_____

S.S. No._____ _____

Home Address_____ Placement as of June 19____

_____ _____

Home Phone_____ Support Agency(ies)_____

Parent/Guardian_____ _____

Registered w/OVR Yes____No____ Contact Person(s)_____

Workshop Rotation: _____

Yes____No____Date_____ _____

WORK EXPERIENCE

Full time_____ Part Time_____ Length of time on job_____

Place of Employment_____

Location_____

Phone_____

Supervisor_____

Type of Job_____

Duties_____

_____

_____

Performance Level: _____% Able to do

_____% Not able to do

Job Skills/Travel Skills Mastered_____

_____

_____

Recommendations_____

_____

_____

Comments_____

_____

_____

Date:_____

Parent/Guardian Signature_____

School Administrator Signature_____

JOB RATING CHECKLIST

	RATING
APPEARANCE	
Grooming	
Appropriate Dress	
Personal Hygiene	
Other:	
WORK HABITS	
Attendance	
Industriousness	
Other:	
DEXTERITY/STRENGTH	
Mobility	
Ability to lift, bend, carry etc.	
Eye-hand coordination	
Other:	
WORK TOLERANCE	
Attention Span	
Physical Endurance:	
ability to sustain light work	
ability to sustain moderate work	
ability to sustain heavy work	
Other:	

	RATING
RELATIONSHIPS	
Relationship to co-workers	
Relationship to supervisor	
Ability to work independently	
Frustration Level	
Adaptability/Flexibility	
Other:	
LEARNING ABILITY/COMPREHENSION	
Ability to follow oral instructions	
Ability to follow models	
Ability to learn tasks	
Retention capability	
Counting Ability	
Measuring Ability	
Other:	
OTHER	

Scale ._____.
1 5
Excellent Needs Improvement

NA - Not Assessed

SYSTEMATIC INSTRUCTION GUIDELINES

SYSTEMATIC INSTRUCTION GUIDELINES

OVERVIEW

Students with severe handicaps learn very slowly and do not easily generalize their learning across settings. They are capable of accomplishing fewer tasks than their nonhandicapped peers. Therefore, to provide them with effective instruction, the teacher should focus on priority activities. Then through the use of instructional techniques that are today state-of-the art in the education of the severely handicapped, students can learn to perform tasks that will help them gain employment.

The Systematic Instruction component of the Project COMPETE Transition Guide involves planning effective instruction in natural environments through a simplified utilitarian approach. Once the student's IEP objectives have been established, the instructor uses systematic instruction techniques in the development and implementation of an instructional plan. If a student behaves in a manner that interferes with learning, a plan to modify that behavior may be required.

The three sections of the Systematic Instruction component are

1. Instructional Plan Development
2. Instructional Plan Implementation
3. Behavior Plan Development

Each section contains information on the strategies used in the education process. The forms used for data collection in the Systematic Instruction component are included in Appendix A. All reference material that might be helpful in using this component is identified in the reference section of the Guide.

INSTRUCTIONAL PLAN DEVELOPMENT

INSTRUCTIONAL PLAN DEVELOPMENT

The development of an instructional plan involves using **checklists** and **data collection procedures** and then making **instructional decisions** that will achieve the objectives on a student's individual education/transitional plan.

For each individual IEP/ITP objective, a learning activity is designed. An **analysis** of this **activity** is then developed by listing the series of **functional tasks** that must be performed to successfully complete the activity. Each functional task is further broken down into the steps involved in completing the task (see Sample Analysis, page 17).

When the **functional tasks** involved in an activity are listed, they should be constructed in such a way that the completion of the first task initiates the start of the second and so on.

Instructional Plan Development begins with the creation of an **activity analysis** through the use of a checklist procedure that identifies the process to be followed.

ACTIVITY ANALYSIS CHECKLIST

____ Determine an activity that meets the IEP objective

____ Observe nondisabled person performing the activity

____ Perform the activity

____ Observe signifigant characteristics of the natural environment where the activity takes place

____ Develop a list of the functional tasks required to perform the activity

____ Write a task analysis for each functional task identified to learn the activity
(Record this information on Form 11. See Appendix A.

Once the activity is broken down into tasks a **task analysis checklist** is used. **Task analysis** contains the series of steps required to complete a task. It is used as the focal point of instruction and data collection. A general analysis often needs to be individualized to meet the needs of a particular learner. **Ideally, task analysis is written for a particular student and revised if necessary after baseline data has been collected.**

To construct a **task analysis**, an instructor uses the following.
TASK ANALYSIS CHECKLIST

____ Observe a nonhandicapped person perform the task

____ Perform the task

____ Create a process for teaching the task to a particular learner
- . identify the beginning point
- . identify the ending point for completing task
- . identify the process required to proceed from beginning to end

____ Chart the steps required to learn the task in the order they are to be performed
- . not all steps will be linear
- . use IF-THEN when appropriate (example - IF the newspapers are not in the usual place, THEN ask the sales clerk.)

____ Specify the exact behavior to be performed in each step so that it is discrete, observable, and thus measurable

It is most important to include in the task analysis the communication, functional academic, and social interaction skills that will be required when performing the task.

Before beginning instruction in the tasks identified to learn an activity, **baseline data** is collected. This data concerns information that measures a student's ablity to perform tasks before any instruction takes place. **Task analysis** information is used to assess the student's level of performance before instruction. The student is given an opportunity to perform all the **functional tasks** included in the **activity analysis** from beginning to end without instruction during the period of **baseline data** collection.

BASELINE DATA COLLECTION PROCEDURES

In presenting the information on **baseline data** collection, the sample activity used for illustration is "going to work at Burger King and returning home."

Preparing for **Baseline Data** Collection

- develop a **task analysis** for each functional task in an **activity analysis** and record information on the Instructional Plan and Data Sheet, Form 11
- allow the student to experience the activity prior to data collection (go to work at Burger King and return home)
- provide any items required by task (money etc.)
- determine verbal cue for the activity (go to work)
- determine verbal cue for each of the functional tasks in the activity
- determine another verbal cue that may be needed when the activity clue is no longer appropriate (after the work day has ended "go home")

Collect **baseline data** and record on Form 11 (See Appendix A.)

- start at the location where the first task in the **activity analysis** begins (home)
- use the multiple opportunity approach - assessing the student on every step in the task
- give the verbal cue to begin an activity and wait three seconds - wait longer if more time is needed by student

Interpret **baseline data** (Record on Form 11)

- if the student performs successfully, record as indicated on Form 11 for each step in the task analysis. The exact steps listed do not have to be followed, but the overall performance of the task must be safe and successful to be recorded as such. Record any comments.

- if a step is no longer required because the task was performed successfully by student record NA in the ADAPTATIONS/COMMENTS COLUMN.

- if the student performs a step unsuccessfully, record as indicated on Form 11 for each step in the task

- once a step is missed, to continue the data collection process, the evaluator performs the missed step and positions the student so that she/he is in place to perform the next step. Wait at least three seconds. The verbal cue for the activity may be given again at the discretion of the evaluator.

- if a student is not cooperative during data collection and performance is unsuccessful, describe in ADAPTATIONS/COMMENTS Column.

Baseline data is reviewed to determine the steps in the task that require instruction.

INSTRUCTIONAL DECISIONS

The **first instructional decision** is whether to use **concurrent chain training** or **step chain training**. The totality of the steps in the task are referred to as a chain. In both concurrent and step chain training, the student performs the entire task each trial.

Determine method of training

- **step chain training** - instructing one unmastered step at a time
  - **forward chaining** - teach the first unmastered step first
  - **backward chaining** - teach the last unmastered step first
  - **mixed chaining** - teach any unmastered step first

- **concurrent chain training** - instruction is planned for all unmastered steps

The **second instructional decision** involves the identification of the **stage of learning** in which the student functions during a particular task. This is useful because different strategies are applied at the various learning stages. Students must acquire not only new skills but also become fluent, maintain and generalize their learning. Determining where a student's learning ability stands according to the following **stages of learning** considerations is an important instructional decision.

Stages of Learning Considerations

- **acquisition** - the student learns to perform task accurately
- **fluency** - the student learns proficient performance of a task previously learned
- **maintenance** - the student continues to perform task proficiently over period of time
- **generalization** - student performs task proficiently across many environments

Although there is a hierarchial relationship to the stages it has been demonstrated that **generalization** may effectively be built into instruction at the **acquisition** stage.

The **third instructional decision** involved in developing an instructional plan, is the choice of **cues and correction procedures** used in learning a task. They become the components of an **instructional event** that is used to teach the student a task.

Cues and Correction Procedures

Factors to consider when choosing **cues and correction procedures** are

- the probability of initial success given the student's learning style
- what is feasible and socially acceptable in the natural environment
- what is naturally occurring or most easily faded

Components of an Instructional Event

- **cues** - initial information provided to student prior to performing task. Types of **cues** include
  - **instructional** - information not usually found in natural environment
  - **natural** - information typically available in natural environment
- **response** - student performance in performing task
  - **correct response** - student is given positive reinforcement

incorrect response - supplementary/corrective information is given to student after interrupting incorrect response

. **fading** - systematically decreasing instructional intervention

Positive reinforcement takes place when the instructor gives the student something that he/she values. This reinforcement should increase the frequency or probability of continued or additional correct responses.

Positive reinforcers should be chosen for students on an individual basis. They will vary considerably from person to person. One student may need praise as a reinforcer. Another may need a chance to withdraw from the situation as a reinforcement reward. When the NATURAL reinforcers in a situation are not powerful enough, INSTRUCTIONAL ones may be required. A reinforcement schedule becomes significant when instructional reinforcers are used.

Positive Reinforcement Schedule

. **interval** - time based (every 5 seconds)

. **ratio** - based on number of responses (every 5th response)

. **continuous** - correct response is reinforced each time it occurs - acquisition stage

. **intermittent** - only some correct responses are reinforced fluency and maintenance stage

. **variable**- pattern of response is reinforced -produces more successful response than fixed schedules

Types of Cues and Corrections Procedures

. **primed correction procedures** - physical contact used to assist or guide (hold arm of person while walking quickly)

. **modeled** - live demonstrations of actions (walk quickly ahead or next to person)

. **direct verbal** - directions or commands requiring relatively specific actions (walk quickly)

. **indirect verbal** - covert and implicit verbal statements that require relatively explicit actions (I'm almost there)

- **gestural** - physical nonverbal motions or movements that indicate that certain actions should be performed (pointing, waving, head shake, frown, smile)

- **pictorial** - representational two-dimensional pictures, numbers, or other symbols to indicate that student should perform specific actions (price tag, pedestrian signs, symbols on communication board, numerals on clock, pictures recipes)

All CUES, CORRECTIONS, REINFORCERS, and the REINFORCEMENT SCHEDULES used with a student should be recorded on the Instructional Plan and Data Sheet Form 11. Any adaptive materials required should also be recorded on this form.

INITIAL DATA COLLECTION SCHEDULE

When using a one-on-one or small group situation, instruction and/or probe data should be collected at least once every time a task is performed. This should be done for each task in the activity.

Probe data is collected without instruction. Instructional data is collected while the instructional plan is being implemented.

When instruction takes place in a larger group situation, data collection should be scheduled on a regular basis such as once every three performances.

Data can be collected more frequently when there seems to be a problem with some particular aspect of the instruction. It can also be collected when not part of the schedule if the instructor believes that the task has been learned. Record the data collection schedule on the Instructional Plan and Data Sheet, Form 11.

Each time data is collected, more information will be available to the instructor concerning the effectiveness of the instruction and the need for instructional plan revision.

INSTRUCTIONAL PLAN DEVELOPMENT - SUPPLEMENTAL INFORMATION

SAMPLE ACTIVITY ANALYSIS

A sample activity that might be involved in the instruction of a student who would participate in Project COMPETE would be "working at Burger King." In order to successfully perform this activity, it must be analyzed and the functional tasks involved in it must be determined. The activity is learned by determining the

outcome - the student will go to work at Burger King and return home, daily.
conditions - independently-given, naturally occurring clues.

criteria - 5 consecutive trials

Activity might include the following **functional tasks**

ride bus to Burger King
arrive at job and begin work
bus tables
take break
mop floors
end work day
ride bus home

FUNCTIONAL TASKS

Functional tasks are those tasks that are frequently demanded in natural domestic (daily living), vocational and recreation/leisure environments in home and community settings. **Functional tasks** are not limited to those that effect the actual survival or physical well-being of a person. They also include those that influence independence, productivity, and quality of life. Such tasks as using vending machines, riding public buses, preparing breakfast, and playing cards are considered **functional tasks.**

Certain tasks which are necessary to the survival of a person are considered **priority functional tasks**. There is a relationship between opportunities to perform a task and the maintenance stage of learning. **Priority functional tasks** will therefore be easier to maintain because they are performed more frequently and with more regularity than others.
15.

When a task analysis is created for a student, it often needs to be individualized to meet his/her particular learning style. For instance steps may have to be broken down, the sequence used in learning the task may have to be rearranged, or functional alternatives may have to be inserted. Ideally the task analysis should be reassessed after the baseline data is collected and any changes that are needed should be made at this time.

17.

ADAPTIVE MATERIALS/EQUIPMENT

Individualized adaptations sometimes need to be created for a student in order to facilitate success in the performance of **functional tasks. Adaptive materials/equipment/devices** such as match-up-coin devices, picture directions, enlarged switches, eating utensils, and communication boards may be constructed or purchased. Occupational, physical and speech therapists provide specialized input into the development of effective adaptations, especially for students with physical handicaps.

Adaptive materials/equipment are recorded on the INSTRUCTIONAL PLAN AND DATA SHEET, Form 11, Appendix A.

Some of the resources for adaptive materials and equipment that are suggested by Project COMPETE include

BeOK - Fred Sammons, Inc.
(supplier)
Box 32
Brookfield, IL 605132-0032

J. A. Preston Corp.
(supplier)
60 Page Road
Clifton, NJ 07012
1-800-631-7277

Hygeia, Inc.
(supplier)
583 Westbury Avenue
Carle Place, New York 11514

Accent on Living
PO Box 700
Bloomington, IL
(subscription - $6.00)

Fashiona-Able (clothing)
Rocky Hill NJ 08553

Maddak, Inc.
(supplier)
Pequannock, NJ 07440

Technology for Independent Living Sourcebook
Rehabilitation Engineering Society of North America
Suite 402
4405 East-West Highway
Bethesda, MD 20814

The Source Book for the Disabled
Gloria Hale, Editor
Paddington Press
Grosset & Dunlap

SAMPLE ANALYSIS

Functional Tasks Involved in an Activity

Note: the information involved in the analysis of these functional tasks would be recorded on the INSTRUCTIONAL PLAN AND DATA SHEET, Form 11.

Activity: drying towels in a beauty parlor

Functional tasks:

a. take towels from washer
   1. walk to rear of beauty parlor
   2. walk to laundry room
   3. walk to washing machine
   4. grasp lid
   5. open lid
   6. reach into machine
   7. grasp towel(s)
   8. remove towel(s) from machine

b. remove towels to dryer
   9. walk to dryer with towel(s)
   10. place towel(s) on top of dryer
   11. walk back to washing machine
   12. reach into machine
   13. grasp towel(s)
   14. remove towel(s) from machine
   15. walk to dryer with towel(s)
   16. place towels on top of dryer
   17. continue with steps 11-17 until all towels are out of machine and on top of dryer

c. place towels in dryer
   18. reach for handle of dryer
   19. place finger in handle
   20. pull open door (pull down door)
   21. reach up toward dryer
   22. grasp towel(s)
   23. place towel(s) in dryer
   24. reach up towards dryer
   25. grasp towel(s)
   26. place towel(s) in dryer
   27. continue steps 24-26 until all towels are in dryer

d. start dryer
   28. reach for door
   29. close door
   30. reach up towards button
   31. press botton to start
   32. start next activity

GENERAL CASE INSTRUCTION

For those students who experience difficulty learning and generalizing basic skills, general case instruction provides a detailed means of teaching in real settings. Project COMPETE has used the General Case Street Crossing Instructional Package to help students learn travel skills that are needed for independent work in the community. The following information applies to this package but can be translated to other situations that fall into the category of case instruction.

The General Case Street Crossing Instructional Package was designed to be used by classroom teachers, aides and parents and others skilled in the instruction of community skills to people with severe handicaps. The package was not designed for inexperienced trainers.

The trainer learns to

- select a small set of training situations that can be used to teach a generalized skill
- use effective instructional procedures
- use a measurement system designed to assess student progress and identify student error patterns
- select and implement appropriate strategies for modifying instruction when consistent error patterns occur
- to train students to use skills in infrequent or exceptional conditions

The General Case Street Crossing Instructional Package was developed by

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INSTRUCTIONAL PLAN IMPLEMENTATION

INSTRUCTIONAL PLAN IMPLEMENTATION

A **management strategy** is necessary to implement the Project COMPETE Transition Program's instuctional plan. **Management** involves working with and through individuals and groups to achieve organizational goals.

The teacher accomplishes instructional objectives by becoming the program manager for the teacher aides, peer tutors, support personnel, parents, administrative staff, and others involved in the educational process. As manager, the teacher must oversee instruction, recruitment, training, planning, organization, scheduling, reporting, and supervision.

Management tasks involved in implementing instruction include

1. determining students' needs
2. planning the service system to meet needs
3. developing performance standards
4. implementing and operating the service system
5. evaluating and maintaining performance

Effective instruction requires efficient management so that instructional time can be maximized for each student. Speech, music, and physical education teachers, occupational and physical therapists and psychologists need to become part of an **integrated instructional team.** Decreasing the time allocated for instructional priorities to provide support services can be counterproductive for students.

To achieve instructional objectives, a management plan is **determined, implemented and monitored** by the teacher. This includes planning activities for staff and for students.

Activities for Staff

- plan for variation in tasks to be performed by teacher aides
- allow all staff members to contribute to decisions about classroom operations (see Weekly Staff Meeting Agenda)
- provide clear definitions of the area for which each teacher aide is responsible
- provide criteria for teacher aides for acceptable performance by students in defined areas

- define criteria for chronologically age-appropriate, staff/student interactions

- develop a master calendar that schedules all important tasks and activities to be completed during the school year

Activities for Students

- construct a **List of IEP Goals** that includes those that would be appropriate for all students based on collective IEP objectives (see List of IEP Goals)

- develop a schedule based on the List of IEP Goals for instructional time periods (see Weekly Staff Schedule)

- develop **Individual Student Schedules** using a format that the student will be able to follow (see Individual Student Schedule)

- provide instruction using the individual instruction plan developed for each student

- record appropriate data on the Instructional Plan and Data Form, Form 11 (Appendix A)

- require and teach chronologically age-appropriate student behavior

- monitor student performance

(Unless otherwise noted, suggested forms for the above are found immediately following in this section under heading Management Tools.)

All scheduling of blocks of instructional time should be based on giving the highest priority to those learning activities that are most needed by the class in general and the individuals in particular. The teacher should schedule as many activities as possible in the time allotted.

Chronological age expectancies for students in the Project COMPETE program are related to what their nonhandicapped peers in the same age group can do and how they behave. The requirement that curriculum content used in training adolescents and young adults with severe handicaps should be functional and taught in natural environments is not enough. This content should also be as chronologically age appropriate as possible.

Student performance is monitored using the following forms

- INSTRUCTIONAL PLAN AND DATA COLLECTION, Form 11 used primarily to monitor task acquisition
- PRODUCTION RATE DATA, Form 12
  used primarily to monitor fluency building
- BEHAVIOR PLAN AND DATA SHEET, Form 25
  and DATA SHEET, Form 26
  used primarily to decreasing inappropriate behavior
- HOME PROGRAM, Form 27
  used to monitor performance at home
  (Copies of above forms are found in Appendix A)

The frequency of measurement of student performance will differ from student to student depending on the skill measured and the student's ability to perform the task.

Direct and frequent measurement produces a continuous relationship between assessment and intervention. It also gives the teacher the responsibility for important assessment decisions.

Appropriate data is most likely to be kept and used in decision-making when its collection is a normal part of the daily routine.

The following decision-making process is recommended

Review Student Instructional Data

if student is learning
continue to criteria

if student is not learning
adapt instructional plan

if learning with adaptations
continue to criteria

if not learning
assess behavior

behavior interfering
develop behavior plan

behavior not interfering
make additional adaptations to
instructional plan
or
try another activity
within domain

SUGGESTED MANAGEMENT TOOLS

STAFF WEEKLY MEETING SCHEDULE

Date_____

Staff Present_____

_____

I. Instruction Update

a. Steps/Goals achieved_____

_____

b. Steps/Goals to be achieved_____

_____

c. Problems or Concerns_____

_____

d. Program Revisions_____

_____

II. New Programs_____

_____

_____

III. Other Business_____

_____

_____

SUGGESTED MANAGEMENT TOOLS

STAFF WEEKLY MEETING SCHEDULE

Date_____

Staff Present_____

_____

I. Instruction Update

a. Steps/Goals achieved_____

_____

b. Steps/Goals to be achieved_____

_____

c. Problems or Concerns_____

_____

d. Program Revisions_____

_____

II. New Programs_____

_____

_____

III. Other Business_____

_____

_____

LIST OF IEP GOALS

(Monthly Update)

For the month of_____

Date reviewed_____

Goals	Sites	Training Status	Comments

STAFF WEEKLY SCHEDULE

Activities for the week of _____

	Mon.	Tues.	Wed.	Thurs.	Fri.	Comments
Teacher Aide Other						
Teacher Aide Other						
Teacher Aide Other						
Teacher Aide Other						
Teacher Aide Other						
Special Projects_____						
Reminders_____						

BEHAVIOR PLAN DEVELOPMENT

BEHAVIOR PLAN DEVELOPMENT

During implementation of the student's instructional plan, it should be determined if behavior is interfering with the learning process. **Interfering or aberrant behavior** requires special intervention in order to decrease its occurrence. Aberrant behaviors include those that

- cause physical harm to the student or to others
- disrupt classroom instruction to a significant degree
- appear to trigger collateral emotional reactions (excessive crying, screaming, extreme withdrawal)
- are so inappropriate that they lead to social exclusion and limit the number of places a student may go or the experiences in which he/she can participate

Strategies must be developed to change or overcome the interfering behavior. The following steps should be considered in developing these strategies.

ASSESSMENT

- review student instructional data
- determine whether behavior is a problem
- determine the behavior that is interfering
- collect data on the frequency of interfering behavior to substantiate problem (see BEHAVIOR PLAN AND DATA SHEET, Form 25 and DATA GRAPH, Form 26 Appendix A)
- consider what the interfering behavior is communicating (see explanatory information)
- consider possible medical causes of the interfering behavior
- determine if interfering behavior is significant and medical causes are not a factor
- proceed to intervention when necessary

Communicative Value of Behavior

All behavior communicates some message. Because this is so, a person cannot **NOT** communicate when behavior is considered within a social context. Therefore, even negative behavior such as the absence of talking or paying attention to another person, has message value. The instructor must interpret the message being communicated by interfering behavior and plan strategies that decrease the behavior based on the message it gives.

Understanding the purpose that a behavior serves for a student, helps in planning an intervention that will not only decrease the behavior but also increase the student's functional skills.

Interventions designed to teach functionally-related behaviors in place of aberrant responses, acknowledge the functional legitimacy of even aberrant behavior. All interventions should be undertaken with a basic respect for the person involved no matter what the behavior problem.

An observation tool for analyzing the communicative functions of behavior was devised by a group of educators and included in a study published in the Journal of the Association for the Severely Handicapped in 1984. The study includes definitions for the functions sited. See reference section of the guide for additional information.

INTERVENTION STRATEGIES

The order of the following intervention strategies is not significant, and the list is only a sampling. Several deviant behaviors may be maintained simultaneously by two or more variables. Therefore implementation of more than one strategy will often be required. Supplemental information on these strategies follows on pages 33 to 35.

1. Extinction Plan

- if **interfering behavior** seems to be **maintained by positive reinforcement**, consider an **extinction plan** in which all persons in contact with the student **STOP** attending to student when the deviant behavior occurs verbally or gesturally

2. **Primed Prompting and Paced Instruction**

   . if **interfering behavior** seems to be **maintained by negative reinforcement** consider **primed prompting** and **paced instruction** whereby regulating the rate of delivery of verbal cues may effectively reduce disruptive behavior

3. **Specialized Reinforcement Strategies**

   . if **interfering behavior** seems to be **maintained by low density of reinforcement** such as when the environment itself provides minimal positive reinforcement or student lacks skills to earn positive reinforcement from acceptable on-task or other appropriate behavior, then the following stategies can be employed

      a. **noncontingent positive reinforcement** to increase the availability of reinforcement

      b. **differential reinforcement of incompatible behavior** reinforces a predetermined, on-task behavior that is physically incompatible with the deviant response as an alternative to the problem behavior

      c. **differential reinforcement of other behavior** delivers positive reinforcement for the nonoccurrence of deviant reponse during a given time interval

4. **Replacement Communicative Response**

   . teach new communicative behavior to replace aberrant response

5. **Functionally Related Alternative Response**

   . direct instruction in the use of an alternative behavior that serves the same function as the aberrant response

6. **Manipulation of Antecedent Conditions**

   . alter the student's individual instructional plan or the learning environment on the basis of the message received from the behavior

MONITORING PROCEDURES

- collect data using BEHAVIOR PLAN AND DATA SHEET, Form 25,
- display data using DATA GRAPH, Form 26
- contrast intervention with levels of occurrence during baseline data collection
- if behavior decreases to criterion (socially acceptable level) continue plan that naturally occurs in the environment
- plan to FADE behavior intervention if it is instructional and not naturally occurring
- if behavior does not decrease to criterion, consider other positive strategies
- if all positive strategies are ineffective, discuss the possibility of a punishment strategy with administrator of the school or program

PUNISHMENT

Punishment is the contingent application of any consequence that leads to decreasing the response. It may involve contingent presentation of an aversive stimulus or the contingent removal of a positive consequence.

Punishment can only be justified if a number of positive approaches have already been attempted and if an administrator is involved with staff members in the decision process.

The two least-aversive punishment techniques are

1. **time-out** - the removal of all potential positive consequences from the individual contingent upon performance of inappropriate behavior - such as secluding a person in a time-out area apart from the ongoing activity
2. **response cost** - the removal of a single positive consequence from the person such as a token or social interaction contingent upon the inappropriate response

It is critical that **punishment** be viewed as a **last resort** in a series of attempts to suppress aberrant behavior. The **hasty application of punishment** may lead to a reactive strategy that fails to deal with the source of the problem - the function of the behavior for the student. Without the emphasis being put primarily on learning functional tasks with appropriate behavior that is maintained by naturally occurring reinforcers, **punishment** procedures may be overused.

BEHAVIOR PLAN SUPPLEMENTAL INFORMATION

Many of the terms used in the Behavior Plan guide may need further explanation if the plan is to be developed correctly. The following information should be used for clarification.

1. Extinction Plan

Behavior Maintained by Positive Reinforcement includes inappropriate behavior that brings attention to the student. Because the behavior is maintained by attention, it tends to increase. Positive reinforcement increases the probability and frequency of interfering as well as positive behaviors.

Extinction requires that all persons having contact with the student STOP attending to the student, verbally or gesturally, when the deviant behavior occurs. This should break the relationship between positive reinforcement (attention) and the interfering behavior. Inconsistent ignoring of behavior may result in an intermittent schedule of reinforcement that can maintain the inappropriate behaviors. Typically there will be an increase in inappropriate behaviors immediately after extinction is implemented. If the interfering behavior is one that can not be consistently ignored or, if medically or ethically an increase in the behavior cannot be justified, extinction would not be the strategy of choice.

2. Primed Prompting and Paced Instruction

Behavior maintained by negative reinforcement includes inappropriate behavior that leads to the removal of the student from an undesirable situation. The behavior is maintained by the removal and tends to increase. Negative reinforcement operates as an attempt to escape from an undesirable state of affairs. Sometimes staff members will decrease their demands on students who resist instruction in order to decrease disruptive behavior. Limiting the educational involvement of the student can in fact strengthen the negative reinforcement relationship by correlating aberrant responses with fewer tasks.

Paced instruction involves the delivery of verbal cues by the instructor in a periodic way at frequent intervals. **Primed prompting** correction procedures are used by the instructor when putting the student through the task to ensure that it will be completed following the cue. Regulating the rate of delivery of verbal cues may effectively reduce disruptive behavior. Elimination of the negative reinforcement value of deviant behavior through primed prompting not only eliminates the undesirable behavior but guarantees that the student receives undiminished amounts of instruction.

3. Specialized Reinforcement Strategies

Behavior maintained by low density of positive reinforcement involves the minimal positive reinforcement that may be provided by certain environments or the student's lack of skills in earning positive reinforcement from proper on-task behavior or other appropriate behavior. In both cases, there is great likelihood that aberrant behaviors will occur. This is especially true when the aberrant behaviors are themselves intrinsically reinforcing (i.e. self-stimulatory) or when they produce attention in a social environment.

Noncontingent positive reinforcement involves the provision of reinforcement noncontingently that may be sufficient to reduce the level of aberrant behavior. Once the density of reinforcement a student receives during the school day is determined, a number of strategies may be employed to increase the availability of reinforcement. (i.e. the availability of music, staff members increasing the number of positive interactions they have with students.)

Differential reinforcement of incompatible behaviors (DRI) involves the procedures for reinforcing a predetermined, on-task behavior that is physically incompatible with the deviant response as an alternative to the problem behavior. The repeated positive reinforcement of the substituted on-task behavior increases its likelihood of occurring naturally. The physically incompatible behavior competes with and therefore decreases the likelihood of the problem behavior.

Differential reinforcement of other behaviors is a procedure that delivers positive reinforcement for nonoccurrence of the deviant response during a time interval (i.e. if the student does not kick for five minutes a positive reinforcer is given).

4. Replacement Communicative Response

This strategy involves teaching new communicative behaviors to replace aberrant responses. (i.e. a nonverbal person who kicks out when he wants attention or help is taught to appropriately get the teacher's attention by tapping him on the shoulder, signing help, and then pointing to the situation where he/she needs help.)

5. Functionally Related Alternative Response Procedure

This strategy involves direct instruction in the use of an alternative behavior that serves the same function as the aberrant response. However, it does not involve teaching a specifically communicative response.

All alternative response interventions acknowledge the message value of the aberrant response (i.e. "pay attention to me") by systematically providing the requested reinforcer (i.e. attention) following appropriate alternative behaviors. The alternative response then replaces the aberrant behavior which decreases over time.

It was hypothesized that a student who screamed when taken to busy community sites was giving the message, "I'm anxious, tense, overwhelmed" by high levels of sensory input. The strategy developed was to teach the student to use a portable headset to listen to soothing music during community trips thus screening out noise. Eventually the headset and music were faded out for up to one-hour periods. The student was able to participate in community activity using the alternative response procedure (listening to music) periodically. Therefore, the need for the aberrant behavior (screaming) was overcome.

6. Manipulation of Antecedent Conditions

Aberrant behaviors, when they are considered from the point of view of their message value, can be regarded as a commentary on the context in which it occurs. These behaviors may vary as the instructional conditions change. The manipulation of antecedent conditions strategy involves altering the individual instructional plan or learning environment by such means as simplifying tasks, using errorless-learning, prime-correction procedures, increasing the preference value of tasks, enriching the environment, and eliminating trigger stimulus from the environment. The specific manipulation used is determined by the message received from the aberrant behavior.

For example, a student's aggressive and tantrum behavior was hypothesized to mean, "I don't understand." To change the behavior the antecedent conditions were manipulated to provide instruction geared to the student's learning style and strengths and to develop the student's motivation. The aggression and tantrums decreased when they became unnecessary as a means of terminating activities that were too difficult and uninteresting.

VOCATIONAL CURRICULUM

VOCATIONAL TRANSITION CURRICULUM

OVERVIEW

The Project COMPETE Vocational Transition Curriculum provides guidelines for developing competitive, supported employment for individual students. Students who participate in the project, during their last year or two of schooling, are given on-the-job training and follow-along support.

During this transition period, the Office of Vocational Rehabilitation (OVR), a New York State office, works with Project COMPETE and appropriate adult-service providers in Nassau County to develop the services that students may need after they leave school.

These services are based on models of supported employment. They should enable students to continue working in the community when public-school funding ceases, and they should remove the need to place students in sheltered workshops or activity/treatment day programs.

Project COMPETE seeks integrated jobs that pay at least minimum wage for participating students. Employers who accept a student through the program are offered targeted job tax credit (TJTC). On-the-job training for the employee is provided at Project COMPETE's expense for as long as necessary.

Project COMPETE uses Nassau BOCES professional staff as job development specialists. They develop jobs, place students, and provide on-the-job training and follow-along services. They also train paraprofessionals as job coaches who implement students' instructional plans on job sites. In addition to the "one-student-per-job-site" model, enclaves in industry can be set up for groups of students with the apparent need for direct supervision for the foreseeable future. The possibility of job sharing and Labor Department wage waivers for these students is being pursued.

During the transition year(s), integrated, paying jobs within the community is the Project COMPETE's goal for students. While on-site, job training without pay is not included in the project's vocational curriculum, it is considered to be the plan of choice for students during the high school years prior to the transition period.

The content of the Vocational Transition Curriculum is presented in the checklists of activities that follow. These lists detail the steps involved in job development and placement, job site-training, and follow-along. The forms used in this section of the guide are found in Appendix B.

It should be noted here that <u>The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers</u> is essential reading for Project COMPETE job development specialists.

JOB DEVELOPMENT AND PLACEMENT CHECKLIST

The **JOB DEVELOPER** should

. begin job-market screening

___ research student's community

___ determine transportation information for students - record information on FORM 1

___ develop list of potential employers near transportation (local classified ads, personal contact files, driving around) - record information on FORM 2

. complete student assessment

___ obtain information from parents - record information on FORM 7

___ provide updated SSI information to parents - record information on FORM 9

___ obtain information from staff and student - record information on FORM 7

___ register student with OVR (required for targeted job tax credit)

___ obtain social security number for student

___ check on citizenship (required for Job Training Partnership Act funding)

. make employer contact

___ make appointment to see employer - record on FORM 3

___ obtain information from employer regarding available/ about-to-be-available and high-turnover jobs. Leave Project COMPETE information sheet and business card record on FORM 3

___ make appointment to analyze jobs available during hours student would work - record on FORM 4

___ integrate all information and complete job analysis

. arrange job placement

___ do student/job match - record on FORM 5

___ arrange/prepare for/participate in job interview

. when student is hired

employer related

___ record employment information on FORM 5

___ discuss financial incentives - TJTC must be arranged prior to the first day of work

___ determine first day of work

student related

___ secure parents signature on permission slip FORM 17

___ inform parents of procedure for calling in to employer and job coach when student is unable to go to work

JOB-SITE TRAINING CHECKLIST

The **JOB COACH** should

___ report to work with student on first day

___ begin training student to ensure that job is well done

___ maintain daily record of intervention time - FORM 15

___ complete both job and travel task analyses when familiar with job duties and routes - FORM 11

___ begin systematic instruction of tasks - FORM 11
. collect baseline data after student has had an experience with the task
. collect instructional and/or probe data at least once for every task every day (see Project COMPETE Systematic Instruction Guidelines information

___ increase student's production rate on job tasks - FORM 12

___ monitor student's on/off task behavior - FORM 13

___ if necessary, plan intervention strategies for interfering behavior (see Project COMPETE's Systematic Instuctions Guidelines Behavior Plan for more information) - FORM 14

___ continue training until all job tasks are completed independently and up to company standards - FORMS 11, 12, and 13

___ determine with employer and Project COMPETE staff when it is time to fade support

FOLLOW-ALONG CHECKLIST

The **JOB DEVELOPER** should

. prepare for job coach to fade from site

employer related

___ assure supervisor that the job developer will respond immediately when a problem is identified (leave business card)

___ discuss with supervisor schedule for follow-along visits and request written evaluations at the following intervals
twice a month during first two months
once a month during second two months
quarterly thereafter

student and parent related

___ inform student that there will be follow-along visits and evaluations by his/her supervisor

___ inform parent/guardian of fade-out/follow-along procedure and discuss questionnaires that they will be requested to complete at the following intervals
once a month during the first three months
quarterly thereafter

. make follow-along visits to job sites

employer related

___ visit with supervisor - FORM 18

___ give supervisor evaluation form to be completed and mailed in envelope provided with address and stamp - FORM 19

___ update employer contact card, if needed
change in management, explain Project COMPETE, leave business card

student related

___ observe student on job and record pertinent information - FORM 18

___ meet with student to discuss job - FORM 20

. complete additional follow-along activities

___ monitor return of supervisor evaluation - FORM 18

___ call parents to discuss job site visit - FORM 18

___ send parents questionnaire (as scheduled) to be completed and returned in envelope provided with address and stamp - FORM 21

___ monitor return of parent questionnaire - FORM 22

___ respond to requests for help from supervisor and record pertinent information - back of FORM 5

DAILY-LIVING AND RECREATION/LEISURE CATALOGS

DAILY-LIVING SKILLS

RECREATION/LEISURE CATALOGS

OVERVIEW

The Daily-Living Skills and Recreation/Leisure Catalogs represent comprehensive lisitings of age-appropriate, functional, norm-referenced activities that have been developed with the goal of helping students become independent and active members of their communities.

Learning to successfully master these skills and activities will help students reach their goal of independent living. The catalogs can be used by teachers, parents and relevant others to select objectives and establish training priorities for each student.

Parental involvement is most important in the decision-making process concerning how and what activities the student will learn because all the skills and activities listed have such obvious implications for family and community living. The cooperation of the family is crucial not only in the making of good educational decisions, but also in determining whether learned skills will be maintained outside the school.

DAILY-LIVING SKILLS CATALOG

Housekeeping/Yard Work

. dust
. polish
. sweep
. mop
. vacuum
. scrape/wax floors
. clean sinks/counters
. clean toilet
. clean tub
. clean mirrors/walls/tiles
. clean appliances
. wash dishes/utensils
. use dishwasher
. return dishes/utensils/pans supplies to storage
. take out garbage
. change towels
. strip bed
. change linen
. make bed
. clean bedroom
. mow grass
. rake
. prune
. plant
. weed
. shovel snow
. water outdoor plants
. water indoor plants

. water indoor plants
. clean bathroom
_____
_____
_____

. clean kitchen
_____
_____
_____

. clean living room
_____
_____
_____

. clean bedroom
_____
_____
_____

. do laundry
_____
_____
_____

Meal Preparation

. appliance use
. utensil use
. menu planning
. recipe use
. prepare hot foods
. prepare cold foods
. prepare beverages
. set table
. serve food
. clear table
. wipe table
. dispose of trash
. store leftovers
. prepare bagged lunch
_____
_____
_____

. prepare breakfast
_____
_____
_____

. prepare lunch
_____
_____
_____

. prepare dinner
_____
_____
_____

Personal Care

- bathe
- shower
- shave
- wash hair
- dry hair
- style hair
- brush/comb hair
- set hair
- brush/floss teeth
- wash face
- wash hands
- attend to simple cuts/bruises
- attend to minor illness
- use of mirror
- apply makeup
- attend to skin needs
- attend to menstrual needs
- answer door
- clean nails
- file nails
- polish nails
- use of deodorant
- use of toiletry items
- dress
- undress
- select clothes

_____
_____
_____

- follow schedule

_____
_____
_____

- use of telephone for emergencies

_____
_____
_____

Community

- use of public bathroom
- use of Post Office
- use of health care facilities

_____
_____
_____

- use of laundromat
- use of dry cleaners
- use of bank
- use of beauty parlor/ barber shop
- use of information booth customer service counter
- use of restaurants

_____
_____
_____

- use of stores

_____
_____
_____

- use of elevators/ escalators
- use of public transportation

_____
_____
_____

- walk to designated places in the community

_____
_____
_____

- use of vending machines

_____
_____
_____

- use of change machines

_____
_____
_____

Recreation/Leisure Catalog

Activities in the Home

. use of audio/visual equipment
  video games/VHS
  tape deck/radio/record player
  computer

. needle crafts
  knitting/crocheting
  latch-hooking
  sewing
  embroidery

. collections
  stamps
  coins
  flowers

. hobbies
  care of pets/plants
  playing instruments
  model/kit assembly
  photography
  woodworking
  kite flying

. other
  _____
  _____
  _____

. art activities
  painting
  drawing
  sculpturing
  pottery

. sports
  exercising
  badminton

. social
  writing notes/letters
  talking on phone
  giving parties

. board games
  checkers
  bingo
  monopoly

. table games
  ping pong
  pool

. card games
  blackjack
  solitaire

Recreation and Leisure Catalog

Activities in the Community

. spectator at cultural/arts events
  attending theater/movies
  attending concerts
  attending art festivals
  attending art galleries/museums

. spectator at sports events
  basketball/baseball games
  soccer matches
  track and field events

. civic programs/community events
  historical landmarks/museums
  parades
  festivals/fairs
  garage sales/flea markets

. attending social events
  parties
  dances
  visiting friends

. joining community groups/clubs
  YWCA/YMCA - YMHA/YWHA
  health club
  dance
  drama

. leisure shopping
  _____
  _____
  _____

. sports
  biking
  horseback riding
  skating (roller/ice)
  swimming
  sledding/tobogganing
  fishing
  hiking/camping
  bowling
  golfing
  jogging
  softball
  basketball
  handball
  racquetball
  tennis
  volleyball

. using library
  _____
  _____
  _____

. going to amusement
. parks/town parks
  _____
  _____
  _____

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SAMPLE FORMS

Appendix A

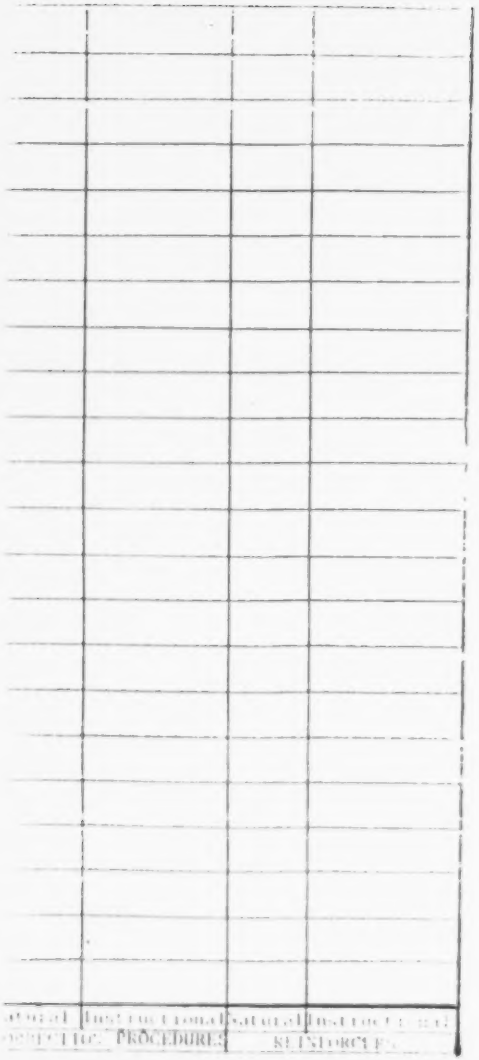
Appendix A

Systematic Instruction Component Forms

INSTRUCTIONAL PLAN AND DATA SHEET

Natural Cues	Instructional Cues	STEPS IN TASK	22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 — PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI PI — DATA COLLECTION - 1985-86	ADAPTATIONS/ COMMENTS

For Recording Instructions, Please see other side



Name of Student _____

Recorded by _____

Recording Instructions

In CUES, CORRECTION PROCEDURES, REINFORCERS, ADAPTATIONS columns, record information for steps in task that require instruction.

In STEPS IN TASK Column, record as follows:

List the first step on line 1, second step on line 2, and continue in this manner until the last step is recorded.

In DATA COLLECTION Column

At bottom of column: Record Date
Circle P for Probe Data (Including Baseline Data)
I for Instructional Data

For each step: / for successful performance
(unmarked indicates unsuccessful)

For graphing: Count total number of successful / steps and circle the numeral representing the total.
If Probe Data, circle in red.
If Instructional Data, circle in black.
Lines are drawn in red for probe data and in black for instructional data.

For further information on Instructional Strategies, see Project Complete Curriculum Manual

BEHAVIOR PLAN AND DATA SHEET

Name of Student_____

Specify, in observable terms, the behavior(s) to be changed_____

_____

_____

Success Criteria_____

Check one:_____baseline data _____intervention data

Data Collection Procedures:

Method of observation: _____frequency count _____time sample

Data Collection schedule_____

Person(s) responsible to collect data_____

Person responsible to display data and monitor plan_____

(Use DATA GRAPH, Form 26 for data display)

Intervention Plan_____

_____

_____

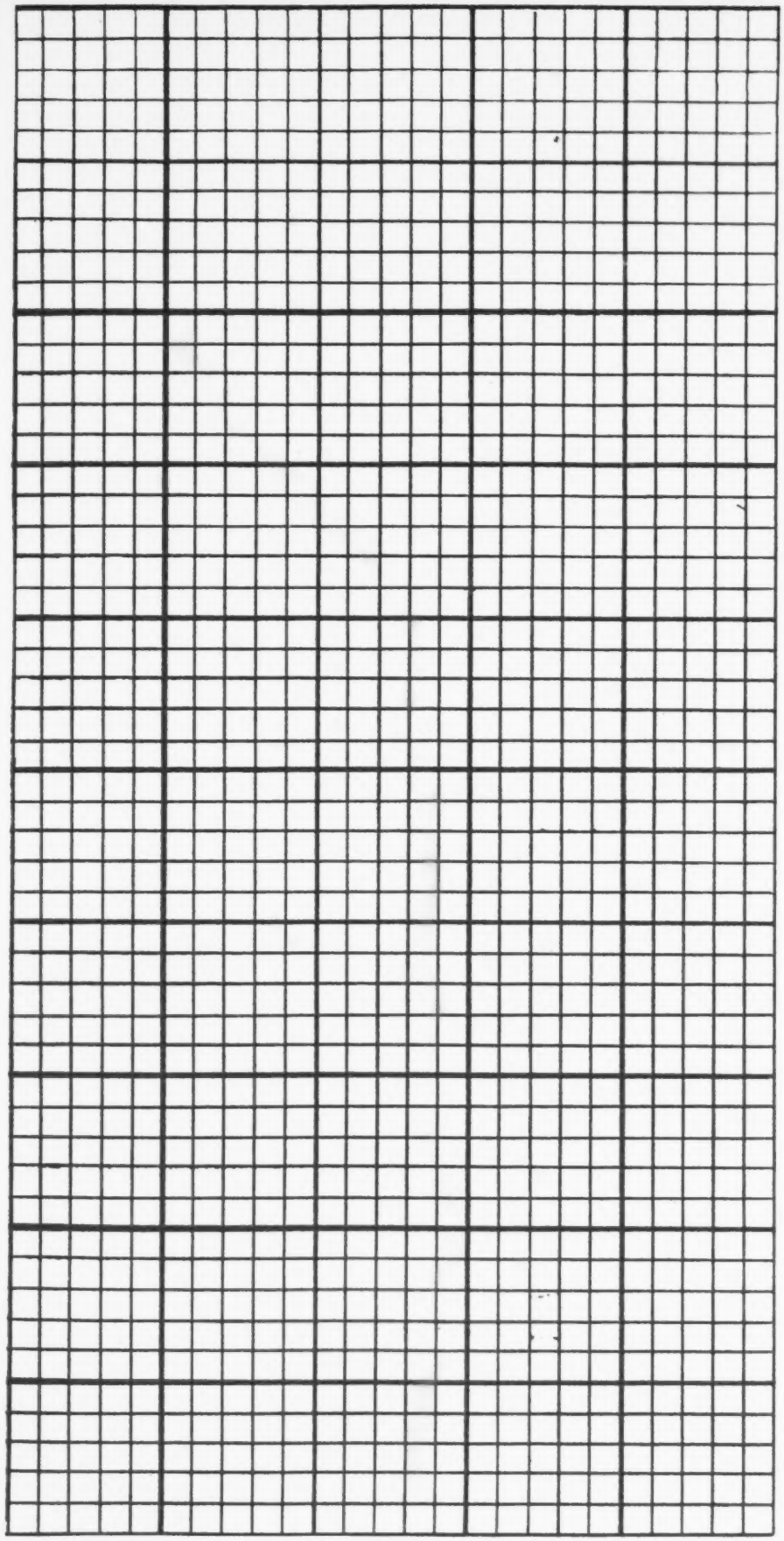
_____

Frequency Data Collected Week of_____

Record: ✓ When behavior occurs. List additional notations if required.

TIME	MON	TUES	WED	THURS	FRI
9:00-9:15					
9:15-9:30					
9:30-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45- 1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					

DAY/TIME	COMMENTS	DAY/TIME	COMMENTS	DAY/TIME	COMMENTS



DATA GRAPH

Name of Student

_____

Activity

_____

Intervention 1

_____

_____

_____

Intervention 2

_____

_____

_____

Intervention 3

_____

_____

_____

Frequency

Unit of time

HOME PROGRAM

Student _____

Parent/Guardian _____ Phone_____

Teacher/Trainer _____

Home Program Objective	Date	No. of times Student Performed Task	Assistance Provided	Need Help	Comments
1._____					
2._____					
3._____					
4._____					

8/12/85 Form 27 PROJECT COMPETE

TRAVEL TRAINING

Learning to Cross Streets

Student _____ **Trainer** _____

Streets with	Street used	Date	Comments
lights and walk signs			
lights and no walk signs			
walk signals and no lights			
stop signs that stop on-coming traffic			
intersections without traffic controls			
other types of streets			
Traffic situations			
one-way traffic			
two-way traffic			
traffic (40+mph or more)			
traffic (20-30mph)			
traffic such as on business streets			
traffic such as on residential streets			
traffic with many distractors (bus stop, parking lots, multiple lights)			
traffic with few distractors)			
Other streets			

TRAVEL TRAINING

Street Crossing Evaluation Form

Student_____ **Trainer**_____

Street Used _____ **Traffic** _____

Dates									
crosses at right pace									
waits for red light to cross_____									
does not cross on green light _____									
observes stop signs									
waits for cars									
crosses with pedestrians									
crosses too slowly									
no orientation to lights									
no orientation to car									
attempts crossing as car pulls out_____									
attempts crossing as car turns_____									
waits for cue									
others _____									
_____									
_____									

PROGRAM COMPONENT EVALUATION SHEET

Please check appropriate component:

___Vocational Curriculum Domain
___Daily Living and Recreation/Leisure Curriculum Domain
___Systematic Instruction

Please list your recommendations for revision indicating the pages where the changes are needed. More forms are available from PROJECT COMPETE.

Forms will be collected in the Spring of 1986. Thanks for your help!

Page Number	Questions, Comments, Corrections, Concerns

Appendix B

Vocational Curriculum Forms

EMPLOYER INFORMATION SHEET

Dear Employer,

You can become a part of Project COMPETE, a program developed by the Board of Cooperative Educational Services of Nassau County and funded by the U.S. Office of Special Education and Rehabilitation Services.

Project COMPETE finds employment for persons with severe handicaps who are about to graduate from school.

The benefits of the program for you are

- eligiblity for Targeted Job Tax Credit
- a dedicated employee who will continue in the position for the long-term
- a job training specialist from Project COMPETE who provides on-the-job training (at our expense) for as long as your employee requires such help
- receiving public recognition, and private satisfaction, for participating in a community program that enables people with handicaps from your area to reach their full employment potential

If you would like further information, or have any questions about the Project COMPETE program, please call us at the number listed below.

The Project COMPETE Staff

2850 North Jerusalem Road, Wantagh, New York 11793
516-781-4044 extension 276

STUDENT TRANSPORTATION INFORMATION

Recorded by_____ Date(s)_____

STUDENT NAME	ADDRESS	TOWN	ACCESS TO TRANSPORTATION		
			Blocks/Miles to Bus	Bus No.	Train ?

5/30/85 Form 1

PROJECT COMPETE

JOB MARKET SCREENING

Community_____ Date(s)_____

Recorded by_____

EMPLOYERS NAME	ADDRESS	TELEPHONE	ACCESS TO BUS NO./TRAIN

EMPLOYER CONTACT

Business_____ Telephone_____

Address_____ Type of Business_____

_____ Number of Employees_____

Transportation_____ Barrier Free?_____

Bus Routes/Train

CONTACT PERSON	TITLE	DATE	COMMENTS	BY

JOB AVAILABLE	WHEN	HOURS/DAYS	RATE OF PAY	COMMENTS	BY

WORKSHEET FOR JOB ANALYSIS FORM

Employer_____ Date_____

Job Title_____ Recorded by_____

Time Sequence Occurs: [ ] Daily
[ ] Varies Day to Day

Contact Person_____

If Varies Day to Day, Please Indicate Days: [ ] M [ ] TU [ ] W [ ] TH [ ] F [ ] SA [ ] SU

TIME SEQUENCE	WORK AREA	JOB DUTIES	RATE/OTHER REQUIREMENTS

JOB/STUDENT MATCH

Name of Student

Recorded By

Recording Instructions
In Job Column Record:
I for Important Factors
X for Compatible Factors
Employer/Job Title at bottom of page

EMPLOYMENT FACTOR	JOB 1 Date:	JOB 2 Date:	JOB 3 Date:	JOB 4 Date:
1. Availability				
2. Transportation				
3. Strength/Rate				
4. Endurance				
5. Orienting				
6. Mobility/Motor				
7. Appearance				
8. Communication				
9. Social Interaction				
10. Interfering Behaviors				

Wages Paid By	Date/Reason for Termination	Recorded By
TPA		
OJT		
EMPL		
TJTC		

JOB PLACEMENT RECORD

Starting Date	Employer	Job Title	Days/Hours Worked	Salary/Benefits

11. Attention to Task				
12. Functional Academics				
13. Time Management				
14. Sequencing of Tasks				
15. Initiation				
16. Adapting to Change				
17. Reinforcement Needs				
18. Family Support				
19. Financial Concerns				

STUDENT ASSESSMENT

Student_____

Address_____

Telephone_____ SS#_____

Parents/Guardian_____

_____

Emergency Telephone_____

Graduation Year_____

Date_____ Recorded By_____

Recording Instructions
In Student Abilities/Disabilities Column: X Best choice for each Employment Factor. (More than 1 choice may be made when*)

MOTORIC/SENSORY/MEDICAL INFORMATION -

Vision/Hearing:

Medication/Seizures:

Mobility Mode(s) and Skills:

Seating/Positioning Requirements:

Movement(s) Student Can Make:

Adaptations Currently in Use

Activity	Adaptation/Results

EMPLOYMENT FACTOR	SPECIFICS/COMMENTS	STUDENT ABILITIES/DISABILITIES
1. Availability*		___Will Work Weekends ___Will Work Evenings ___Will Work Part-Time ___Will Work Full-Time
2. Travel*		___Uses Bus ___Uses Bus & Transfers ___Needs Bus Training ___Travel Arrangements
3. Rate/Strength*		___Hi___Med.___Low Strength ___Fast___Med.___Slow Rate ___Med. Steady Pace ___Fast Steady Pace
4. Endurance		___Short Day/Many Breaks ___Short Day/Few Breaks ___Full Day/Many Breaks ___Full Day/Few Breaks
5. Orienting		___Small Area ___Several Rooms ___Building Wide ___Building & Grounds
6. Mobility/Motor		___Sit/Stand in 1 Area ___Fair Ambulation ___Stairs/Minor Obstacles ___Motoric Restrictions
7. Appearance*		___Unkempt ___Just Clean ___Neat and Clean ___Dresses Well
8. Communication		___NonVerbal ___Some Key Words ___Sentences (Indistinct) ___Sentences (Clear)
9. Interaction Behavior*		___Few Interactions ___Polite When Given Help ___Infreq.Inter.Socially ___Freq.Inter.Socially
10. Interfering Behavior*		___Many unusual Behs. ___Infreq.unusual Beh.

INFORMATION FROM PARENTS/STUDENTS -
(Please indicate P for Parent, S for Student)

Job/Hobby Preferences:

Non-Preferred Jobs:

Strengths That Will Help on Job:

Anticipated Difficulties on Job:

At 25, what job would you like student to be working at?

Personal Contacts With Area Business People (please list on reverse side).

Job Benefits Needed: (check 1)

__None
__Sick Leave/Vacation/Medical
__Medical Only
__Sick Leave/Vacation Time
__Medical/Dental/Vacation/Sick Leave
__Vacation Only
__Sick Leave Only

Comments:

11. Attention to Ta[illegible]	__Frequent Cues [illegible]q. __Intermit.Cues/Hi Super. __Intermit.Cues/Lo Super. __Infreq.Cues/Lo Super.
12. Functional Academics	__Can't DistingJob Suppls. __DistingBetween Job Suppls __Does Simple Counting __Reads Some Words
13. Time Management	__No Use of Time/Clock __Ident. Breaks & Lunch __Perform Routines On Time __Perf.NonRoutines On Time
14. Independent Task Sequencing	__Perf. 2-3 Tasks in Seq. __Perf. 4-6 Tasks in Seq. __Perf. 7 + Tasks in Seq.
15. Initiation	__Initiates Work __Sometimes Volunteers __Rarely Volunteers __Avoids Next Task
16. Adapting to Change*	__Learns New Tasks Easily __Accepts New Tasks __Is Confused by Change __Rigid Routine Required
17. Positive Reinforcement Needs	__Freq. Reinforcement Req. __Intermittent Sufficient __Infrequent Sufficient __Pay Check Sufficient
18. Family Support	__Very Supportive of Work __Somewhat Supports Work __Indifferent About Work __Negative About Work
19. Financial Situation	__Finan.Ramif.No Obstacle __Job Benefits Required __Avoid Work: SSI Disincen. __Will Not Give Up Aid

Indicate tasks that student has been observed to be proficient in.

Record: S for in school, J for on job site

Bus Tables__	Stocking__	Restroom Cleaning__	Food Line Supply__	Clerical__
Food Prep__	Sweeping__	Washing Equipment__	Trash Disposal__	Pot Scrubbing__
Buffing__	Assembly__	Dish Machine Use__	Food Serving__	Other__ (specify)
Dusting__	Vacuuming__	Mopping (Indus.)__	Keeping Busy__	

JOB ANALYSIS

Employer_____

Position_____

Schedule_____
Hours/Day Days/Week

_____
Months/Year Hours/Week

Supervisor_____

Title_____Phone_____

Date_____Recorded By_____

Recording Instructions
In Job Requirements/Provisions
Column: X Best choice for each Employment Factor. (More than 1 choice may be made when *)

PLEASE CHECK ALL THAT APPLY

Job Atmosphere:
__Friendly, Cheerful
__Busy, Relaxed __Busy, Tense
__Slow, Relaxed __Slow, Tense
__Structured, Orderly
__Unstructured, Disorderly

Environmental Conditions:
__Hot __Cold __Noisy __Quiet
__Access/Barrier Free
__Barriers/No Access

Number of Co-workers With Same Job:
__0 __1 __2-3 __4-6 __7+

Proximity of Coworkers/Supervisor:
__Few Feet __Several Feet
__Same Area __Another Area

Important Aspects of Job:

EMPLOYMENT FACTOR	SPECIFICS/ COMMENTS	JOB REQUIREMENTS/PROVISIONS
1. Schedule	I NI	___Weekends ___Evening ___Part Time Job ___Full Time Job
2. Travel/Location*	I NI	___Bus Accessible ___Train Accessible ___No Public Trans.
3. Rate/Strength*	I NI	___Special Strength ___Slow Rate ___Medium Steady Rate ___Sometimes Fast Rate ___Continual Fast Rate
4. Endurance	I NI	___Short Day/Many Breaks ___Short Day/Few Breaks ___Full Day/Many Breaks ___Full Day/Few Breaks
5. Orienting	I NI	___Small Area/One Room ___Several Rooms ___Building Wide ___Building & Grounds
6. Mobility/Motor*	I NI	___Sit/Stand in 1 Area ___Fair Ambulation ___Stairs/Minor Obstacles ___Special Motoric
7. Appearance	I NI	___Grooming Little Import ___Cleanliness Only ___Neat and Clean ___Grooming Very Import.
8. Communication	I NI	___Minimal ___Keywords ___Sentences (Indistinct) ___Sentences (Clear)
9. Interactions*	I NI	___Few/Minimal ___Polite Responding ___Soc.Inter.Infrequently ___Soc.Inter.Frequently
10. Behavior Acceptance Range	I NI	___Wide Variety Beh. OK ___Unusual Beh.OKInfreq. ___Unusual Beh. not OK

__Independent Work Required
__Combi[illegible] Team and Independent
__Judgement Required

Benefits of Job: (check 1)
__None
__Sick Leave/Vacation/Medical
__Medical Only
__Sick Leave/Vacation Time Only
__Medical/Dental Benefits
__Vacation/Sick Leave
__Vacation Only
__Sick Only

Comments:

11. Attend[illegible]	I NI	___ ___Intermit.Cues/HiSuper ___Intermit.Cues/LoSuper ___Infreq.Cues/Lo Super.
12. Functional Academics	I NI	___Not Needed ___Select Work Supplies ___Simple Counting ___Some Word Reading
13. Time Management	I NI	___Not Important ___Identify Breaks ___RoutineJobPerformance ___NonRoutineJobPerf.
14. Task Sequence	I NI	___1 Task at a time ___2-3 Tasks ___4-6 Tasks in Sequence ___7 + Tasks in Sequence
15. Initiation of Work	I NI	___Initiation of Work ___Volunteering Helpful ___Volunteering Not Nec. ___Staff Can Cue NextTas
16. Daily Changes in Routine	I NI	___More Than 7 ___4-6 Task Changes ___2-3 Task Changes ___No Task Changes
17. Positive Reinforcement Available	I NI	___Frequent ___Intermit.PraiseGiven ___Infreq.PraiseGiven ___Pay Check Only
18. Employer Attitude	I NI	___Goes Out of Way to Support JobAcquisitio ___BelievesHand.CanWork ___Indiff.toHand.asWorke
19. Employer's Financial	I NI	___IncentivesNotNec. ___Tax Credit orIncentiv ___MonthlySal.Below SGA ___Mon.Sal.Bel.EarnedMin

Check all that apply to position:

Bus Tables__	Stocking__	Restroom Cleaning__	Food Line Supply__	Clerical__
Food Prep__	Sweeping__	Washing Equipment__	Trash Disposal__	Pot Scrubbing__
Buffing__	Assembly__	Dish Machine Use__	Food Serving__	Other__ (specify)
Dusting__	Vacuuming__	Mopping (Indus.)__	Keeping Busy__	

JOB DEVELOPMENT AND PLACEMENT CHECKLIST

Job Market Screening

___Go to student's community

___Determine transportation information for student (Use Form 1)

___Look for potential employers near transportation (Local classified ads, personal contact files, driving around, etc.) (Use Form 2)

Student Assessment

___Obtain input from parents (Use Form 7)

___Provide updated SSI information to parents (Use Form 9)

___Obtain input from staff and student (Use Form 7)

___Register Student with OVR (required for Targeted Job Tax Credit)

___Obtain Social Security Number for student

___Check on Citizenship (required for Job Training Partnership Act funding)

Employer Contact

___Make appointment to see employer (Use Form 3)

___Obtain information from employer regarding available/about to be available and high turnover jobs. Leave PROJECT COMPETE information sheet and business card. (Use Form 3)

___Make appointment to analyze job during hours student would work (Use Form 4)

___Integrate all information and complete Job Analysis (Use Form 6)

Job Placement

___Do Student/Job Match (Use Form 5)

___Arrange/Prepare for/Participate in Job Interview

When Student is hired - Employer Related:

___Record information (Use Form 5)

___Discuss financial incentives - TJTC must be arranged prior to first day of work

___Determine first day of work

Student Related:

___Ask parents to sign permission slip (Use Form 17)

___Inform parents of procedure for calling in to employer and job training specialist when student is unable to go to work.

PROJECT COMPETE INFORMATION SHEET - SSI AND EMPLOYMENT

Contact the Social Security Office when a SSI recipient becomes employed

When a SSI recipient is employed, the local Social Security office must be notified immediately regarding this change in employment status. The next monthly check should be reduced. If the check is not reduced and more than $75 was earned during the month, contact the Social Security office. It is advisable that prior to becoming a wage earner, the SSI recipient contact a Social Security claims representative to facilitate the change in benefits and be sure that the claims representative has personal knowledge of the circumstances.

SSI Work Incentives: What happens to benefits when a SSI recipient becomes employed?

Work incentives described here are designed to help SSI recipients to go to work with protection of their status and therefore their entitlement to cash payments and/or Medicaid protection until the person can reasonably be expected to pay their own way and buy their own health care protection.

9 Month Trial Period	SSI offers a person a trial period to test their ability to work without losing benefits. The SSI recipient is credited for each month that earnings exceed $75. When the recipient has accumulated 9 such months (not necessarily consecutive) the Trial Work Period is completed and the 15 month Extended Eligibility Period begins.
15 Month Extended Eligibility Period	During the Extended Eligibility Period, benefits can be reinstated for any month in which earnings fall below the Substantial Gainful Activities Level. (SPECIAL SSI CASH BENEFITS AND EXTENDED MEDICAID ELIGIBILITY described below are also in effect during this period.)
Substantial Gainful Activity	When a person receives $300 or more in true earnings per month it is currently considered to be Substantial Gainful Activity. Impairment Related Work Expenses, if they apply, are deducted from gross earnings in order to determine Substantial Gainful Activity level.
Impairment Related Work Expense	This is an expense that is directly related to enabling a disabled person to work and is incurred because of severe physical or mental impairments and is not incurred by unimpaired individuals in similar circumstances in the same community where the disabled person resides. Deductible expenses are listed in SSA Publication #64-015 p.p. 6-11, and include certain attendant care, transportation, medical, work related equipment, etc., needs of the worker.
SPECIAL SSI CASH BENEFITS AND EXTENDED MEDICAID ELIGIBILITY	Effective 1/1/80 through 6/30/87, Special SSI Cash Benefit Payments under section 1619 (a) and Extended Medicaid Eligibility under section 1619 (b) are available during the 15 month Extended Period of Eligibility and beyond. These special rules allow a person who is disabled to collect cash payments even if he or she is performing Substantial Gainful Activity (SSA Publication #64-015 p. 16) and Medicaid benefits when earnings are too high for cash payments but not high enough to offset the loss of Medicaid (SSA Publication #64-015 p. 17). It seems likely that these SPECIAL BENEFITS will be extended beyond 6/30/87.

During the 9 Month Trial Work Period and when SPECIAL SSI CASH BENEFITS are in effect, cash benefits are computed as follows:

Salary per month	$576.
Less $65 Earned Income Exclusion	- 65.
	$512.
Less $20 Unearned Income Exclusion	- 20.
	$491.
Less Impairment Related Work Expense if applicable	-
True Earnings	$491.
Half of True Earnings	$245.50

SSI Payment will be reduced by Half of True Earnings.

Effect of Work on SSI Payments - Approximations
with no deduction for Impairment Related Work Expense

SSI Payment Prior to work		$3.35/hour 20 hr $288/mo	$3.35/hour 40 hr $576/mo	$4.00/hr 20 hr $344/mo	$4.00/hr 40 hr $688/mo	$5.00/hr 20 hr $430/mo	$5.00/hr 40 hr $860/mo	$7.00/hr 20 hr $602/mo.	$7.00/hr 40 hr $1204/mo
$226/mo.	SSI Payment	$125	0	$ 97	0	$ 54	0	0	0
	SSI pay. + salary	$413	$576	$441	$688	$484	$860	$602	$1204
$325/mo.	SSI Payment	$224	$ 80	$196	$ 24	$153	0	$ 67	0
	SSI pay. + salary	$512	$656	$540	$712	$583	$860	$669	$1204
$395/mo.	SSI Payment	$294	$150	$266	$ 94	$223	$ 8	$137	0
	SSI Pay. + salary	$582	$726	$610	$782	$653	$868	$739	$1204
$740/mo. to Hostel	SSI PAYMENT to Hostel	$740	$740	$740	$740	$740	$740	$740	$ 740
$45/mo. Personal Allowance $785/mo. total	SSI Personal Allowance + remaining salary	$232	$376	$260	$432	$303	$518	$389	$ 690

Note: SSI Level of Payment prior to work depends primarily on living arrangements.

Please take note----------

- A person working for $3.35 per hour, 20 hours per week remains eligible for SSI cash and Medicaid benefits because Substantial Gainful Activity has not been achieved as True Earnings are below $300 per month.
- A person living in a Hostel significantly increases his or her personal allowance by working while maintaining the Hostel payment of $740. per month.
- It is important that each person who does not reside in a Hostel receive the $395. per month maximum payment due them from SSI. The family is not legally responsible for persons who are 18 years and over and are disabled. If a family member is receiving less that $395 per month it is important to learn more about the law and how to advocate for the maximum payment prior to requesting an increase in SSI benefits from the Social Security claims representative. Call PROJECT COMPETE 781-4044 for advocacy information.

The preceding is based on information provided by Betsey Christopher from the Freeport, New York,Social Security Office on June 19, 1985,and from representatives of Long Island Advocacy Center. Please contact your Social Security Office for additional information. The following publications are available by calling 576-9162: Disability Benefits and Work, April 1985 Edition and A Guide to Supplemental Security Income, April 1985 Edition.

JOB SITE TRAINING CHECKLIST

___Report to work with student on first day and remain in order to train student and ensure that job is done well.

___Maintain daily record of intervention time (Use Form 15)

___Complete the job and travel task analyses as you become familiar with job duties and routes (Use Form 11)

___Begin systematic instruction of tasks: collect baseline data after student has had an experience with the task. Collect instructional and/or probe data at least once on every task every day. (See PROJECT COMPETE Systematic Instruction Guidelines information.) (Use Form 11)

___Increase student's production rate on job tasks. (Use Form 12)

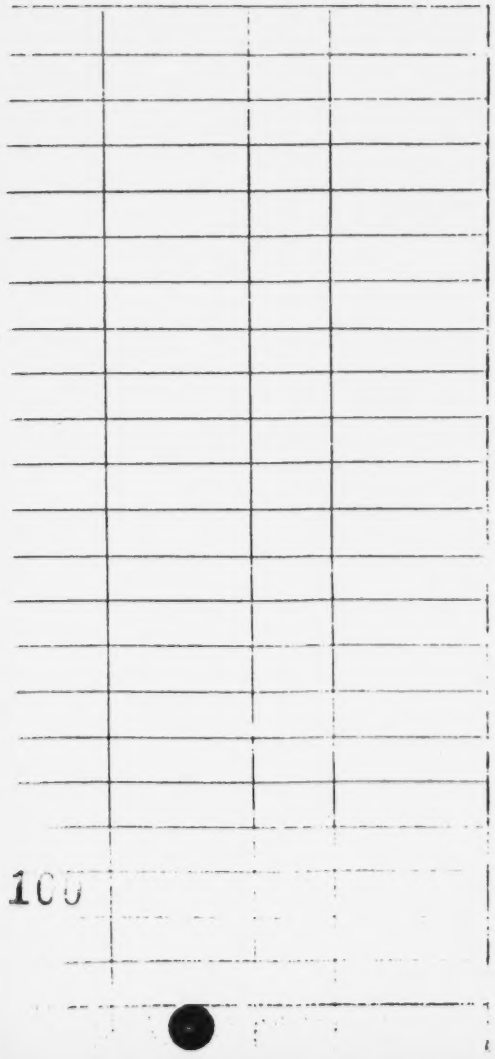
___Monitor student's on/off task behavior (Use Form 13)

___If necessary, plan intervention strategies for interfering behavior (See PROJECT COMPETE Systematic Instruction Guidelines for more information.) (Use Form 14)

___Continue training until all job tasks are completed independently and up to company standards (Use Forms 11, 12, 13)

___Determine with employer when it is time to fade Job training Specialist

___Begin Follow Along Activities (Use Form 16)



Name of Student_____

Recorded by_____

Recording Instructions

In CUES, CORRECTION PROCEDURES, REINFORCERS, ADAPTATIONS columns, record information for steps in task that require instruction.

In STEPS IN TASK Column, record as follows:

List the first step on line 1, second step on line 2, and continue in this manner until the last step is recorded.

In DATA COLLECTION Column

At bottom of column: Record Date
Circle P for Probe Data (Including Baseline Data)
I for Instructional Data

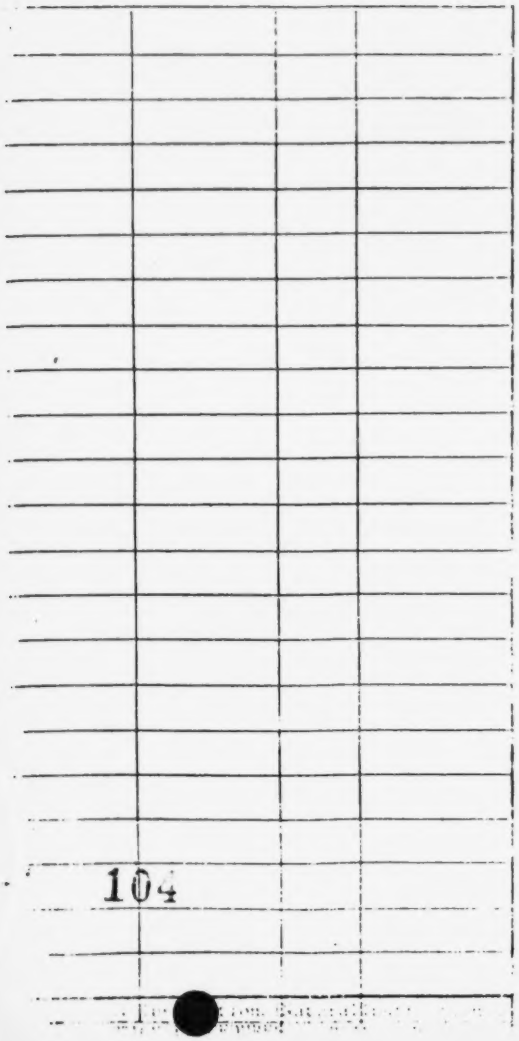
For each step: / for successful performance
(unmarked indicates unsuccessful)

For graphing: Count total number of successful / steps and circle the numeral representing the total.
If Probe Data, circle in red.
If Instructional Data, circle in black.
Lines are drawn in red for probe data and in black for instructional data.

For Further Information on instructional strategies, see Project Compete Curriculum Manual

INSTRUCTIONAL PLAN AND DATA SHEET

| | | |



Name of Student_____

Recorded by_____

Recording Instructions

In CUES, CORRECTION PROCEDURES, REINFORCERS, ADAPTATIONS columns, record information for steps in task that require instruction.

In STEPS IN TASK Column, record as follows:
List the first step on line 1, second step on line 2, and continue in this manner until the last step is recorded.

In DATA COLLECTION Column

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Circle P for Probe Data (Including Baseline Data)
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For each step: / for successful performance
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Lines are drawn in red for probe data and in black for instructional data.

For Further Information on Instructional Strategies, See Project Compete Curriculum Manual

INSTRUCTIONAL PLAN AND DATA SHEET

| | | |

PRODUCTION RATE DATA

Name of Employee_____ Month_____

Task_____ Production Standard_____ in_____
units completed time worked

Recorded by_____

DATE	TIME STARTED	TIME ENDED	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD

Employee Units Completed / Time Worked = Employee Rate

Employee Rate / Prod. Stand. Rate = % of Standard

Prod. Stand. Units Completed / Time Worked = Production Standard Rate

PERCENT TIME ON-TASK DATA

Employee_____ Job Site:_____

Recorded by_____ Job Title:_____

Date	Observation Period	Time Start	Time End	10 sec. intervals + =on-task -=off task	Percent time On-Task	Job Duty
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					

Definitions

On-Task: _____

_____

Off-Task: _____

_____

INCIDENT REPORT

Name of Employee_____ Date_____

Job Site_____

Antecedent(s):

Incident or Response:

Consequence:

Result:

Comment/Intervention Strategy:

RECORD OF STAFF INTERVENTION TIME

Name of Student_____ Recording Period_____ Please record time in HOURS:MINUTES
include year

Job Training Specialist_____ Job Training Assistant_____

DATE																				CATEGORY TOTAL
TIME WHEN STUDENT IS ON THE JOB:																				
1. Direct work with student, supervisors, co-workers, etc.																				
2. Fading/Waiting to become active																				
TIME WHEN STUDENT IS OFF THE JOB:																				
1. Travel training																				
2. Counselling/ other training																				
3. Developing intervention strategies																				
4. Employment advocacy with parents, employers, etc.																				
5. Other Follow Along activities																				
DAILY TOTAL																				

6/20/85 Form 15

FOLLOW-ALONG CHECKLIST

Prepare for Job Trainer to Fade from Site

Employer Related:

___Assure supervisor that the Job Training Specialist will respond immediately when a problem is identified (leave business card)

___Discuss with supervisor schedule for follow-along visits, and written evaluations that will be requested:

twice a month during first two months
once a month during second two months
quarterly thereafter

Student and Parent Related:

___Inform student that there will be follow-along visits and evaluations by the supervisor

___Inform parent/guardian of fade out/follow-along procedure and discuss questionnaires that they will be requested to complete:

once a month during first three months
quarterly thereafter

Make Scheduled Follow-Along Visits to Job Site

Employer Related:

___Visit with supervisor (Use Form 18)

___Give supervisor evaluation form to be completed and mailed in stamped self-addressed envelope (Use Form 19)

___Update Employer Contact Card, if needed. If change in management, explain PROJECT COMPETE, leave business card.

Student Related:

___Observe student on job and record pertinent information (Use Form 18)

___Meet with student to discuss job (Use Form 20)

Additional Follow-Along Activities

___Monitor return of Supervisor Evaluation (Use Form 18)

___Call parents to discuss job site visit (Use Form 18)

___Send parents questionnaire (as scheduled) to be completed and returned in stamped self-addressed envelope and monitor return (Use Forms 21 and 22)

___Respond to requests for help from supervisor and record pertinent information (Use back of Form 5)

PROJECT COMPETE

1985-86 School Year

I give permission for _____ to receive
(name of student)

instruction on the job at _____
(name of employer)

and other community based instruction (i.e. travel training, shopping, library use) on _____ from Sept. 1, 1985 through June 30, 1986.

This instruction will be provided by a Nassau BOCES Project Compete teacher or teacher aide who has been trained by the teacher.

_____ _____
(Date) (Signature Parent/Guardian)

Form 17 PROJECT COMPETE

FOLLOW ALONG MONITORING SHEET

Student_____ Employer_____

Date Hired_____ Address_____

Supervisor_____ _____

Job Training Specialist_____ Phone_____

Planned Site Visits Scheduled as follows:

Twice first month_____ _____

Twice second month_____ _____

Once fourth month_____

Quarterly thereafter_____ _____

_____ _____

Site Visit Date	Comments related to Student Observation/Supervisor Visit	Parent Follow-up Phone Call	Supervisor Evaluation Received

SUPERVISOR'S EVALUATION OF EMPLOYEE

Employee_____ Date Hired_____

Job Title_____ Current Date_____

Supervisor_____ Job Training Specialist_____

Please indicate your opinion of the employee's current performance. Thank you very much for taking the time to provide this information.

	Performance of Employee	Yes	No	Comments
1.	The employee arrives and leaves on time.			
2.	The employee maintains good attendance.			
3.	The employee takes meals and breaks appropriately.			
4.	The employee maintains good appearance.			
5.	The employee's performance compares favorably with other worker's performance.			
6.	Communication with the employee is not a problem.			
7.	The employee attends to job tasks consistently.			

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Sub-standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

Additional Comments: _____

_____

_____

_____

_____

_____
Signature of Supervisor

STUDENT FOLLOW ALONG MEETING

Student_____ Date of Meeting_____

Job Training Specialist_____ Date Hired_____

Employer_____

Are there any problems on the job? Are you:	Yes	No	Comments
Getting along with supervisor?			
Getting along with co-workers?			
Finishing all your work?			
Satisfied with your hours?			
Properly dressed, clean and neat for work?			
Budgeting your money properly?			
Having any transportation difficulties?			
Getting along at home?			
Arriving and leaving work on time?			

PARENT/GUARDIAN QUESTIONNAIRE

Please respond to each of the ten items below by circling one of the words/phrases under each item that best summarizes your opinion or feeling about that item. This information will be used in a strictly confidential manner to help insure _____ continued success on the job.

1. S/he behaves appropriately at home.

1	2	3	4
Always	Most of the time	Sometimes	Never

2. S/he enjoys her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

3. S/he has difficulty getting up and getting ready for her job in the mornings.

1	2	3	4
Always	Most of the time	Sometimes	Never

4. S/he is motivated to earn money in his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

5. S/he is careful to maintain a neat appearance for going to the job each morning.

1	2	3	4
Always	Most of the time	Sometimes	Never

6. S/he behaves appropriately when outside the home.

1	2	3	4
Always	Most of the time	Sometimes	Never

7. S/he complains about the job.

1	2	3	4
Always	Most of the time	Sometimes	Never

8. His or her transportation to and from work is a problem for the family.

1	2	3	4
Always	Most of the time	Sometimes	Never

9. S/he speaks positively about the job supervisors and co-workers.

1	2	3	4
Always	Most of the time	Sometimes	Never

10. We are worried that s/he is going to lose the job for some reason.

1	2	3	4
Always	Most of the time	Sometimes	Never

Comments: _____

_____

_____

_____

_____

This Questionnaire is taken from: The Supported Work Model of Competitive Employment For Citizens With Severe Handicaps: A Guide for Job Trainers p. 101, 102
Edited by: Moon, Goodall, Barcus, Brooke
Virginia Commonwealth University
Rehabilitation Research and Training Center

PROGRAM COMPONENT EVALUATION SHEET

Please check appropriate component:

___Vocational Curriculum Domain
___Daily Living and Recreation/Leisure Curriculum Domain
___Systematic Instruction

Please list your recommendations for revision indicating the pages where the changes are needed. More forms are available from PROJECT COMPETE.

Forms will be collected in the Spring of 1986. Thanks for your help!

Page Number	Questions, Comments, Corrections, Concerns

FOLLOW ALONG MONITORING SHEET - PARENT QUESTIONNAIRES

Student_____ Parents_____

Job Training Specialist_____ Address_____

_____

Phone_____

Employer	Date Hired	Sent Questionnaires (indicate date)	Indicate Date Questionnaire Returned
		1st Month_____	
		2nd Month_____	
		3rd Month_____	
		Quarterly_____	
		_____	

Employer	Date Hired	Sent Questionnaires (indicate date)	Indicate Date Questionnaire Returned
		1st Month_____	
		2nd Month_____	
		3rd Month_____	
		Quarterly_____	
		_____	

Employer	Date Hired	Sent Questionnaires (indicate date)	Indicate Date Questionnaire Returned
		1st Month_____	
		2nd Month_____	
		3rd Month_____	
		Quarterly_____	
		_____	

Employer	Date Hired	Sent Questionnaires (indicate date)	Indicate Date Questionnaire Returned
		1st Month_____	
		2nd Month_____	
		3rd Month_____	
		Quarterly_____	
		_____	

PARENT CONTACT FORM

Parent's Name_____ Address_____

Phone_____ _____

Date	Phone Call	Visit	Purpose	Comments

PROGRESS REPORT

Student_____ Employer_____

Date_____ Address_____

Job Trainer/Coach_____ _____

Supervisor_____

Phone#_____

Current Performance Level	Skills to Master	Comments

JOB RATING CHECKLIST

	RATING
APPEARANCE	
Grooming	
Appropriate Dress	
Personal Hygiene	
Other:	
WORK HABITS	
Attendance	
Industriousness	
Other:	
DEXTERITY/STRENGTH	
Mobility	
Ability to lift, bend, carry etc.	
Eye-hand coordination	
Other:	
WORK TOLERANCE	
Attention Span	
Physical Endurance:	
ability to sustain light work	
ability to sustain moderate work	
ability to sustain heavy work	
Other:	

	RATING
RELATIONSHIPS	
Relationship to co-workers	
Relationship to supervisor	
Ability to work independently	
Frustration Level	
Adaptability/Flexibility	
Other:	
LEARNING ABILITY/COMPREHENSION	
Ability to follow oral instructions	
Ability to follow models	
Ability to learn tasks	
Retention capability	
Counting Ability	
Measuring Ability	
Other:	
OTHER	

Scale . _____ .
1 5
Excellent Needs Improvement

NA - Not Assessed

JOB SITE VISITS

STUDENT	JOB SITE	DATE	COMMENTS

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Project COMPETE

Maureen Metakes
Project Director

Karen Mezzullo
Project Coordinator

2850 North Jerusalem Road
Wantagh, New York 11793
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END

U.S. DEPT. OF EDUCATION

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